

KS4 PE

Head of Department: Mr Power



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

Exam Board:	NCFE	
Course Breakdown:	Title	% of the course
Paper:	Health and Fitness Exam	40%
Coursework:	NEA	60%

Grade	Descriptor
8 (Level 2 Distinction)	- recall and apply highly relevant knowledge and understanding in a highly comprehensive manner of the functions of the body systems, understanding the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals - analyse and evaluate to make reasoned judgements and reach well-supported conclusions on the functions of the body systems, understanding the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals - safely and effectively demonstrate highly relevant skills, techniques and processes applicable to the sector when using a wide range of equipment when planning, developing and taking part in a health and fitness programme - analyse and evaluate their own demonstration of relevant skills, techniques and processes applicable to the sector when planning, developing and taking part in a health and fitness programme in a highly comprehensive manner
5 (Level 2 Merit)	Knowledge (AO1): Recalls and explains a wide range of anatomical structures, body systems, and lifestyle factors with few inaccuracies. Application (AO2): Applies fitness principles and training methods to specific profiles smoothly. They can justify chosen fitness tests based on a client's specific goals. Analysis & Evaluation (AO3): Formulates clear and realistic fitness plans. They analyze test results logically and make sensible, structured recommendations for improvement.

4 (Level 2 Pass)	recall and apply mostly relevant knowledge and understanding in a mostly detailed manner regarding functions of the body systems, understanding the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals analyse and evaluate to make mostly reasoned judgements and reach coherent conclusions on the functions of the body systems, understanding the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals safely and effectively demonstrate mostly relevant skills, techniques and processes relevant to the sector when using a wide range of equipment when planning, developing and taking part in a health and fitness programme analyse and evaluate their own demonstration of relevant skills, techniques and processes relevant to the sector when planning, developing and taking part in a health and fitness programme in a mostly detailed manner
3 (Level 1 Distinction)	- Recalls and accurately describes core body systems, lifestyle impacts, and components of fitness. - Applies fitness principles to a scenario with guidance. They can link a fitness test to a relevant component of fitness with sound reasoning. - Outlines a complete, safe fitness plan. They can spot strengths and weaknesses in fitness data, though their reasoning is straightforward.
2 (Level 1 Merit)	- Identifies most key body systems, training principles, and components of fitness, though descriptions remain brief. - Makes simple, superficial connections between fitness concepts and practical training scenarios. - Builds a basic fitness plan that contains some gaps or minor safety omissions. They state whether fitness data is "good" or "bad" without explaining why.
1 (Level 1 Pass)	- recall and apply limited knowledge and understanding, in a limited manner that has some relevance and limited detail of the functions of the body systems, understanding the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals - analyse and evaluate to make adequate judgements, with some reasoning and reach straightforward conclusions on the functions of the body systems, understanding the principles of training, knowing how the body reacts in the short and long-term to fitness activities, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals - safely and effectively demonstrate a limited level of skills, techniques and processes relevant to the sector when using a wide range of equipment when planning, developing and taking part in a health and fitness programme - analyse and evaluate their own demonstration of relevant skills, techniques and processes applicable to the sector when planning, developing and taking part in a health and fitness programme in a reasonable manner, with some detail

How do all KS4 PE lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **PE** look like this:

Do Now - VCERT HEALTH AND FITNESS

State 3 examples of bones –

State 3 areas of the spine –

State two types of joints –

Draw a stick figure with Kyphosis –

State an example of a test for Cardiovascular Endurance –

Y10 Health and Fitness

Strengths and Weaknesses of Training sessions

Session Planning/Warm-up/Cooldowns

AP2

Goal Setting

Understanding Health and Fitness/Diet/Lifestyle Factors

Structure of the Heart

Cardiac Cycle/Blood Pressure

Short Term/Long Term Effects of exercise

Structure and Function of Blood Vessels

Energy Systems
Aerobic + Anaerobic

AP1

Muscle Fibre Types

Diffusion and Gas Exchange

Muscle Movement and Contractions

Respiratory System

Structure and Function of the Muscular System

Developing Components of Fitness
Speed Training, Continuous Training, Fartlek Training

Developing Components of Fitness
Circuit Training, Weight Training, Plyometrics

Structure of the Spine/Posture

Fitness Testing 2
Agility, Cardiovascular Endurance

Types of Bones and Joints

Fitness Testing
Muscular Endurance, Strength, Speed, Power

Structure and Function of Skeletal System

How is your attainment measured in Year 10 in Autumn term?

Autumn: HT1

Skeletal System	• 15 mark quiz covering current topic - assessed by teacher and DIRT
Components of Fitness	• 20 mark topic test covering current topic - assessed by teacher and DIRT

Autumn: HT2

Muscular System	• 15 mark quiz covering current topic - assessed by teacher and DIRT
Components of Fitness	• 20 mark topic test covering current topic - assessed by teacher and DIRT

Assessment Point 1

What is assessed?	% of course	Why?
• Structure and function of the body systems • Components of fitness • Testing and developing components of fitness	20%	

Topic: Structure and Function of Body Systems/Fitness Testing

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Structure of the skeletal system	Emerging: I can identify the location of major bones in the human body using simple skeletal diagrams. Achieving: I can describe the division of the axial and appendicular skeletons, locating specific bones accurately. Excelling: I can analyse how structural differences between the axial and appendicular skeletons protect vital organs and enable complex movement	Skeleton Labelling
Fitness Testing: Strength/Muscular Endurance	Emerging: I can identify the Handgrip Dynamometer test for strength and the One-Minute Sit-up test for endurance. Achieving: I can conduct strength and muscular endurance protocols safely and record the client's results accurately. Excelling: I can interpret raw strength and endurance scores against normative data tables, justifying specific training recommendations based on results.	Muscular Endurance tests
Functions of the skeletal system	Emerging: I can list the main functions of the skeleton, such as support, protection, and movement. Achieving: I can explain how the skeleton fulfills its functions, linking specific bones to protection and mineral storage. Excelling: I can evaluate how skeletal functions directly support athletic performance, focusing on blood cell production and leverage during exercise.	Exam Qs
Fitness Testing: Speed	Emerging: I can name the 30-Metre Sprint test as the standard assessment method for speed. Achieving: I can administer the 30-Metre Sprint test independently, ensuring correct timing gates or stopwatch setup. Excelling: I can analyse environmental and human factors affecting speed test reliability, evaluating how results inform sprint training.	Speed Tests – 30m spring
Types of Bones	Emerging: I can name the five types of bones Achieving: I can classify bones into their correct types, describing how their unique shapes relate to their location. Excelling: I can analyse the mechanical advantages of different bone types, linking their structural shapes to specific sporting movements.	Exam Qs
Fitness Testing: Power	Emerging: I can identify the Vertical Jump test or Standing Long Jump test as measures of power. Achieving: I can measure anaerobic leg power accurately, following the exact protocol steps and recording results. Excelling: I can critically review a client's power test data, explaining how explosive strength impacts specific athletic actions.	Power Tests – VJ + SLJ

Topic: Structure and Function of Body Systems/Fitness Testing

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Types of Joints	Emerging: I can list basic movement terms like flexion and extension, matching them to simple diagrams. Achieving: I can explain a range of joint actions—including abduction, adduction, rotation, and circumduction—linking them to specific joints. Excelling: I can analyse complex joint action sequences during a sporting technique, accurately detailing the planes of movement involved.	Identifying movements at joints - diagrams
Fitness Testing: Coordination/Reaction Time	Emerging: I can list the Wall Toss test for coordination and the Ruler Drop test for reaction time. Achieving: I can demonstrate the correct preparation, safety checks, and execution for both coordination and reaction time tests. Excelling: I can evaluate coordination and reaction data to assess open-skill sport readiness, outlining targeted drills to improve performance.	Wall toss + Ruler Drop Test
Joint Actions	Emerging: I can list basic movement terms and match them to simple diagrams. Achieving: I can explain a range of joint actions and linking them to specific joints. Excelling: I can analyse complex joint action sequences during a sporting technique, accurately detailing the planes of movement involved.	Matching movements to joints – diagram labelling
Fitness Testing: Agility/Balance	Emerging: I can identify the Illinois Agility test and the Stork Stand test for balance. Achieving: I can set up the Illinois course dimensions accurately and time the agility and balance tests without protocol errors. Excelling: I can evaluate the relationship between center of mass in balance testing and rapid directional changes in agility testing.	Agility Test + Balance Test
Structure of the Spine/Posture	Emerging: I can outline the five regions of the spine Achieving: I can describe the natural curves of the spine and explain how poor posture impacts spinal alignment. Excelling: I can critically evaluate the impact of specific postural deviations (like kyphosis or lordosis) on health, comfort, and physical performance.	Labelling regions of the spine
Fitness Testing: Cardiovascular Endurance	Fitness Testing: Cardiovascular Endurance Emerging: I can name the Multi-Stage Fitness test (Bleep Test) or the Cooper 12-Minute Run test. Achieving: I can monitor and record pacing data during cardiovascular testing, comparing final scores against national fitness norms. Excelling: I can predict $\dot{V}O_{2\max}$ max scores from testing data, evaluating how cardiovascular efficiency limits or enhances aerobic training capacity.	Beep Test

Topic: Structure and Function of Body Systems/Fitness Testing

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Types of Muscle	Emerging: I can identify the three main types of muscle: skeletal, cardiac, and smooth. Achieving: I can describe the distinct functions and locations of different muscles in the body. Excelling: I can compare involuntary and voluntary muscle types, evaluating how their unique properties support function and movement.	Exam Qs
Developing Component s of Fitness: Circuit Training	Emerging: I can outline what a basic fitness circuit is and identify a few standard stations. Achieving: I can design an effective circuit training session that alternates muscle groups to prevent premature fatigue. Excelling: I can justify the exact choice of work-to-rest ratios, station order, and progressions in a circuit to meet a sport-specific goal.	Circuit training session
Structure of the muscular system	Emerging: I can name and locate the major skeletal muscles of the body on a simple diagram. Achieving: I can describe the structural alignment of major muscle groups and identify how they link across specific joints. Excelling: I can analyse how the structure of a muscle—including tendons, ligaments, and cartilage	Labelling Muscles
Developing Component s of Fitness: Weight Training	Emerging: I can identify basic safety rules and standard equipment used in a weight training environment. Achieving: I can apply the distinct reps, sets, and % 1 Rep Max guidelines required to safely target either muscular strength or muscular endurance. Excelling: I can formulate a progressive weight training routine, calculating explicit load adjustments to ensure safe progressive overload.	Weight Training session
Muscle Movement	Emerging: I can identify an antagonistic muscle pair, such as the biceps and triceps. Achieving: I can explain the roles of the agonist, antagonist, synergist, and fixator muscles during a simple sporting movement. Excelling: I can analyse complex, multi-joint sporting movements by correctly identifying which muscles act as agonists, antagonists, and fixators throughout the motion.	Labelling and identifying antagonistic pairs
Developing Component s of Fitness: Plyometric Training	Emerging: I can name basic plyometric exercises, such as squat jumps, bounding, or box jumps. Achieving: I can explain how plyometric training works to improve explosive power and speed. Excelling: I can critically evaluate the impact of the stretch-shortening cycle during plyometrics on muscle force production and overall injury risk.	Plyometric session

Topic: Structure and Function of Body Systems/Fitness Testing

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Muscle Contractions	Emerging: I can define isometric and isotonic muscle contractions. Achieving: I can describe the difference between concentric and eccentric contractions, using sporting examples for each. Excelling: I can evaluate the physiological demands that different contractions place on a performer during a resistance training session.	Exam Qs
Developing Components of Fitness: Speed Training (Circuits)	Emerging: I can identify drills within a speed circuit, such as ladder drills, cone shuffles, or short accelerations. Achieving: I can explain how a specialized speed circuit develops the anaerobic pathways and improves fast-twitch muscle fibre recruitment. Excelling: I can analyse how a speed circuit can be adapted using progressive overload to optimize speed and acceleration mechanics.	Speed training session
Muscle Fibre Types	Emerging: I can state that humans have different muscle fibre types, known as slow-twitch and fast-twitch. Achieving: I can describe the structural characteristics of Type I, Type IIa, and Type IIx muscle fibres. Excelling: I can contrast the biological features of slow-twitch and fast-twitch fibres, detailing differences in capillary density, mitochondrial count, and fuel storage.	Linking muscle fibre types with sporting activities and training
Developing Components of Fitness: Continuous Training	Emerging: I can state that continuous training involves working at a steady, uninterrupted pace for at least 20 minutes. Achieving: I can describe how continuous training works within the aerobic training zone to improve cardiovascular endurance. Excelling: I can evaluate the physiological adaptations of long-term continuous training on cardiac output, respiratory volume, and recovery efficiency.	Continuous Training session
Performance of Muscle Fibres	Emerging: I can match slow-twitch fibres to endurance events and fast-twitch fibres to explosive events. Achieving: I can explain how specific muscle fibre types determine an athlete's capability for speed, power, or aerobic endurance. Excelling: I can critically evaluate how a specific mix of muscle fibre types influences an athlete's performance potential and response to targeted training protocols.	Linking muscle fibre types with sporting activities and training
Developing Components of Fitness: Fartlek Training	Emerging: I can define Fartlek training as "speed play" that involves changing speeds throughout a run. Achieving: I can explain how Fartlek training combines aerobic and anaerobic energy systems by varying terrain, pace, or intensity. Excelling: I can justify using a tailored Fartlek session for a invasion games player, mapping the pace changes directly to the specific demands of the game.	Fartlek Training session

How is your attainment measured in Year 10 in Spring term?

Spring: HT1

Respiratory System	15 mark quiz covering current topic - assessed by teacher and DIRT
Developing Components of Fitness	20 mark topic test covering current topic - assessed by teacher and DIRT

Spring: HT12

Circulatory System	15 mark quiz covering current topic - assessed by teacher and DIRT
Developing Components of Fitness	20 mark topic test covering current topic - assessed by teacher and DIRT

Topic: Structure and Function of Body Systems/Developing Components of Fitness

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Structure of the Respiratory System	Emerging: I can identify the main parts of the respiratory system Achieving: I can describe the pathway air takes through the respiratory system Excelling: I can analyse how the structural features of the respiratory tract—such as cilia and cartilage rings—protect the lungs and optimize airflow.	Labelling respiratory system diagram
Developing Components of Fitness: Circuit Training	Emerging: I can outline what a basic fitness circuit is and identify a few standard stations. Achieving: I can design an effective circuit training session that alternates muscle groups to prevent premature fatigue. Excelling: I can justify the exact choice of work-to-rest ratios, station order, and progressions in a circuit to meet a sport-specific goal.	Circuit training session
Functions of the Respiratory System	Emerging: I can list the primary jobs of the respiratory system, including taking in oxygen and removing carbon dioxide. Achieving: I can explain how the diaphragm and intercostal muscles alter thoracic volume to bring about inspiration and expiration. Excelling: I can evaluate how the mechanics of breathing adapt to meet the physical demands of high-intensity exercise.	Exam Qs
Developing Components of Fitness: Weight Training	Emerging: I can identify basic safety rules and standard equipment used in a weight training environment. Achieving: I can apply the distinct reps, sets, and % 1 Rep Max guidelines required to safely target either muscular strength or muscular endurance. Excelling: I can formulate a progressive weight training routine, calculating explicit load adjustments to ensure safe progressive overload.	Weight Training session
Diffusion and Gas Exchange	Emerging: I can state that gas exchange happens in the alveoli, where oxygen enters the body and waste leaves. Achieving: I can explain the process of diffusion, detailing how oxygen and carbon dioxide move between the alveoli and capillaries. Excelling: I can analyse how specific structural adaptations—like a thin membrane and large surface area—maximize diffusion efficiency during intense workouts.	Exam Q – 6 marker
Developing Components of Fitness: Plyometric Training	Emerging: I can name basic plyometric exercises, such as squat jumps, bounding, or box jumps. Achieving: I can explain how plyometric training works to improve explosive power and speed. Excelling: I can critically evaluate the impact of the stretch-shortening cycle during plyometrics on muscle force production and overall injury risk.	Plyometric Workout

Topic: Structure and Function of Body Systems/Developing Components of Fitness

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Respiratory Measurements /Respiratory Changes	Emerging: I can name basic respiratory terms like tidal volume and breathing rate, noting that they increase during exercise. Achieving: I can describe the changes in tidal volume, minute ventilation, and residual volume when transitioning from rest to exercise. Excelling: I can interpret spirometer traces to evaluate how long-term aerobic training alters respiratory volumes and maximizes performance capacity.	Respiratory calculations
Developing Components of Fitness: Speed Training (Circuits)	Emerging: I can identify drills within a speed circuit, such as ladder drills, cone shuffles, or short accelerations. Achieving: I can explain how a specialized speed circuit develops the anaerobic pathways and improves fast-twitch muscle fibre recruitment. Excelling: I can analyse how a speed circuit can be adapted using progressive overload to optimize foot speed and acceleration mechanics.	Speed training session
Structure and Function of Blood Vessels	Emerging: I can identify the three types of blood vessels: arteries, veins, and capillaries. Achieving: I can describe how the structural differences between arteries, veins, and capillaries relate to their unique jobs in blood circulation. Excelling: I can contrast the mechanical properties of blood vessels, evaluating how pocket valves and elastic walls manage shifting blood pressures.	Linking blood vessel structure to function
Developing Components of Fitness: Continuous Training	Emerging: I can state that continuous training involves working at a steady, uninterrupted pace for at least 20 minutes. Achieving: I can describe how continuous training works within the aerobic training zone to improve cardiovascular endurance. Excelling: I can evaluate the physiological adaptations of long-term continuous training on cardiac output, respiratory volume, and recovery efficiency.	Continuous Training Session
Blood Redistribution	Emerging: I can state that blood moves away from organs and goes toward active muscles when I exercise. Achieving: I can explain the vascular shunt mechanism, describing how vasoconstriction and vasodilation control blood flow distribution during exercise. Excelling: I can analyse how the vascular shunt mechanism balances delivery to working muscles while maintaining necessary blood flow to vital organs.	Exam Qs
Developing Components of Fitness: Fartlek Training	Emerging: I can define Fartlek training as "speed play" that involves changing speeds throughout a run. Achieving: I can explain how Fartlek training combines aerobic and anaerobic energy systems by varying terrain, pace, or intensity. Excelling: I can justify using a tailored Fartlek session for an invasion games player, mapping the pace changes directly to the specific demands of a	Fartlek Training session

Topic: Structure and Function of Body Systems/Fitness Testing

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Structure of the Heart	Emerging: I can identify the four main chambers of the heart . Achieving: I can describe the pathway of blood through the heart, distinguishing accurately between oxygenated and deoxygenated blood flow. Excelling: I can analyse how the structure of different heart chambers contributes to the function	Labelling the heart
The Cardiac Cycle	Emerging: I can state that the heart contracts and relaxes in a continuous cycle to pump blood. Achieving: I can explain the stages of systole and diastole, describing how heart valves operate to prevent the backflow of blood. Excelling: I can analyse the pressure changes within the heart chambers during the cardiac cycle, linking them to the electrical conduction system of the heart.	Exam Qs
Cardiovascular Measurements/Blood Pressure	Emerging: I can state that heart rate increases during exercise and identify what a basic blood pressure reading looks like. Achieving: I can describe how systolic and diastolic blood pressure change during physical activity compared to when resting. Excelling: I can interpret blood pressure values and cardiac outputs, evaluating how cardiovascular health and arterial resistance influence these measurements during exercise.	Calculating heart rate
Energy Systems	Emerging: I can identify that the body uses different pathways, called aerobic and anaerobic systems, to produce energy for movement. Achieving: I can explain how the aerobic and anaerobic systems generate energy, linking each system to specific intensities and durations of exercise. Excelling: I can evaluate the interplay of the three energy systems during a sporting match, justifying when and why the body transitions between anaerobic and aerobic pathways.	Exam Qs – 6 marker
Short Term Effects of Exercises	Emerging: I can list immediate changes that happen to my body when I start exercising, such as sweating and breathing faster. Achieving: I can explain the short-term physiological responses to exercise across the musculoskeletal, cardio-respiratory, and energy systems. Excelling: I can analyse the combined impact of short-term effects—like accumulation of lactic acid, increased cardiac output, and muscle temperature—on immediate performance and fatigue.	Exam Qs
Long Term Effects of Exercises	Emerging: I can identify basic benefits of regular training over time, such as getting stronger or having a stronger heart. Achieving: I can describe the chronic adaptations that occur in the body's systems as a result of adhering to a multi-week training program. Excelling: I can critically evaluate how long-term adaptations—such as cardiac hypertrophy, increased capillary density, and muscular hypertrophy—safely optimize an athlete's specialized performance.	Exam Qs – 9 Marker

How is your attainment measured in Year 10 in Summer term?

Summer: HT1

Health and well-being	15 mark quiz covering current topic - assessed by teacher and DIRT
Diet + Goal Setting	20 mark topic test covering current topic - assessed by teacher and DIRT

Summer: HT2

Mock Coursework Assessment	Leading a Fitness Test – 15 marks
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Assessment Point 2

What is assessed?	% of course	Why?
- Structure and Function of Body Systems - Effects of Health and Fitness on the Body - Components of Fitness - Principles of Training - Testing and Developing Components of Fitness - Applying Health and Fitness Analysis and setting Goals	40%	Exam Preparation

Topic: Impact of Lifestyle on Health and Fitness/Components of Fitness

Summer Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Understanding Health and Fitness	Emerging: I can define the basic terms of health, fitness, and well-being. Achieving: I can explain how regular exercise improves physical and mental health. Excelling: I can analyse how different components of fitness impact overall health.	Linking health to exercise Exam Q
PAR-Q and Lifestyle Q	Emerging: I can identify the basic questions asked in a PAR-Q form. Achieving: I can explain why a lifestyle questionnaire is used before exercise. Excelling: I can evaluate screening data to spot potential medical risks.	Complete PAR-Q Form
Activity Levels	Emerging: I can state current national guidelines for weekly physical activity. Achieving: I can describe the health risks associated with a sedentary lifestyle. Excelling: I can critique an individual's current activity log against government recommendations.	Exam Qs
Goal Setting	Emerging: I can list the components of a SMART fitness goal. Achieving: I can create short-term and long-term SMART goals for a client. Excelling: I can justify how specific goals motivate clients and prevent drop-out.	Creating SMART Goals for one's self
Diet	Emerging: I can name the main macronutrients and micronutrients in a diet. Achieving: I can explain the role of energy balance in weight management. Excelling: I can design a tailored nutritional plan to support specific fitness goals.	Exam Qs
Warm-ups/Cool Downs	Emerging: I can list the main stages of a standard warm-up routine. Achieving: I can describe the physiological benefits of a thorough cool down. Excelling: I can select specific dynamic stretches to prepare targeted muscle groups.	Lead a Warm-up

Topic: Impact of Lifestyle on Health and Fitness/Components of Fitness

Summer Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Rest and Recovery	Emerging: I can state why the body needs sleep after a workout. Achieving: I can explain how rest periods prevent overtraining and overuse injuries. Excelling: I can optimise a weekly timetable to balance training and adaptations.	Exam Qs
Session Planning	Emerging: I can outline a basic 30-minute exercise session structure. Achieving: I can apply the FITT principles to a weekly fitness plan. Excelling delegated: I can progression-map long-term cycles to avoid training plateaus safely.	Design a Fitness Session
PEDs, Recreational Drugs and Stress	Emerging: I can identify different types of performance-enhancing drugs (PEDs). Achieving: I can describe the negative physical effects of recreational drugs. Excelling: I can evaluate how chronic stress impacts an athlete's physical recovery.	Exam Qs
Main Activity Section	Emerging: I can Identify the primary component of fitness targeted during the session. Achieving- I can explain how specific exercises develop the chosen fitness components. Excelling – I can justify the choice of training methods based on a client's specific goals.	Delivery of Training Session
Revision - AP2		
Strengths and Weaknesses of sessions	Emerging – I can identify exercises that were easy or difficult to complete. Achieving - I can compare training performance metrics against baseline fitness test normative values. Excelling – I can critically evaluate the impact of the session structure on targeted components of fitness	Evaluation of Training session

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Ready to learn activities in **PE** look like this:

Ready to learn activities in **PE** look like this:

Do Now - VCERT HEALTH AND FITNESS

State 3 examples of bones –

State 3 areas of the spine –

State two types of joints –

Draw a stick figure with Kyphosis –

State an example of a test for Cardiovascular Endurance

Application of sporting examples - Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) should be related to sporting actions

Mock Exam

Planes and axis of movement - Identification of the relevant planes (frontal, transverse, sagittal)

Sporting examples of Levers - Analysis of basic movements in sporting examples

Levers 2 - Label the effort arm and load/resistance arm on the three classes of lever.

Levers 1 - Identification of first, second and third class lever systems

AP2

AP1

How is your attainment measured at GCSE in Autumn term?

Autumn: HT1

Task 1	Initial Fitness Assessment of Client
Task 2	PAR-Q and Lifestyle Questionnaire

Autumn: HT2

Task 3	Goal Setting
Task 4a	Workout Plan

Assessment Point 1

What is assessed?	% of course	Why?
- Structure and Function of Body Systems - Effects of Health and Fitness on the Body - Components of Fitness - Principles of Training - Testing and Developing Components of Fitness - Applying Health and Fitness Analysis and setting Goals	40%	Exam Preparation

Topic:

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
1		
2		
3		
4		
5		
6 – Task 1 Fitness Tests	Emerging • I can conduct a fitness test with support and record a result. • I can name at least one component of fitness (e.g. cardiovascular endurance, strength). Achieving • I can select appropriate fitness tests based on my client's needs and goals. • I can conduct a range of fitness tests safely and accurately, following correct protocols. Excelling • I can critically analyse results, identifying strengths, weaknesses, and patterns across multiple components of fitness.	Task 1 – Fitness Tests
7 – Task 1 – Completi on		
8		
9		
10		

Topic:

Autumn Term 2 Golden Nuggets and Work Hard

[illegible]

How is your attainment measured at GCSE in Spring term?

Spring: HT1

Task 4b	Diet Plan
Task 5	Analysis and Evaluation of Session

Assessment Point 2

What is assessed?	% of course	Why?
- Structure and Function of Body Systems - Effects of Health and Fitness on the Body - Components of Fitness - Principles of Training - Testing and Developing Components of Fitness - Applying Health and Fitness Analysis and setting Goals	40%	Exam Preparation

Spring: HT2

Task 6	Re-Test and Final Evaluation
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Topic:

Spring Term 1 Golden Nuggets and Work Hard

[illegible]

Topic:

Spring Term 2 Golden Nuggets and Work Hard

[illegible]